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ABSTRACT

Designed to help develop informed and capable student leadership in student affairs at Evergreen Valley College (EVC), this student government guide and text for Government 91 focuses on the major leadership needs and objectives of student government within a participatory framework. After an explanation of course objectives and requirements, Section I, "Foundations of the Student Role in Governance," discusses the historical role of students in academic decision making and the quadripartite system of the San Jose College District. Section II, "Purposes and Objectives of Student Government at Evergreen Valley," focuses on EVC student government philosophy and aims, underpinning premises, and criteria for student government participation. Section III, "The Structure of Student Government," discusses the role of the student senate and its elected and appointed officers, and defines the role of the student adviser. Section IV, "Organization: Major Concepts and Structural Considerations," looks at concepts relevant to the study of formal organizations, goal formation in student government, EVC administrative structures, and suggested relationships between the Student Senate and the other components of EVC's administration. This section also includes a series of exercises on time management. Section V, "The Leadership Process," defines leadership, and discusses the use of the committee system and parliamentary process in formal deliberations. Section VI, "Student Activity Requirements," presents club regulations, the role of the club adviser, and financial procedures for the Associated Study Body and student clubs. (HB)

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EVERGREEN VALLEY COLLEGE

STUDENT GOVERNMENT GUIDE BOOK

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By Mauro Chavez
Government 91

JC 850 098

A STUDENT GOVERNMENT
GUIDEBOOK FOR
EVERGREEN VALLEY COLLEGE

Prepared by: Mauro Chavez, Faculty
Social Science

Just as colleges and universities have moved from the revolution of the 1960's to self-fulfillment and self-interest in the 1970's, they must move to the development of human relationships, social responsibility, and service in the 1980's.

---Taken from Student Development Practice: Strategies For Making A Difference, by Kenneth L. Ender and Fred B. Newton.

Cover design by:
Janice Harmon

Dedication

To the memory of Jim Gray---fellow colleague, sociologist, futurist, poet, lover of jazz, Student Advisor, and true friend of Evergreen Valley College.

INTRODUCTION

Welcome to the Associated Student Body (ASB) of Evergreen Valley College! The function of the ASB is to provide a vital link between the student body and other segments of the EVC campus community. In essence, the ASB, through its elected (and/or appointed) student officers, and student senators, serve as the official representatives (student government) of the student body at EVC with respect to student activities and college decision-making. This formal responsibility of the ASB is guaranteed by Board Policy, section 1520 and 1520.1, of the San Jose Community College District:

> A system shall be established involving administration, faculty, students, and classified staff for the opportunity to participate in the development of policy relating to academic and professional matters... (Section 1520 - Policy Development System).*

Moreover,

> Policy development pertinent to academic and professional matters* may be initiated at any point in the system but, according to procedure which shall be established, be directed through the Faculty Council, the official student organization (ASB) on each campus, and the official classified staff organization. Failure of any segment to act on the proposed policy in a timely manner shall be considered as having satisfied the opportunity to participate (Section 1520.1 - Initiation).

Therefore, your official role as a student government representative carries with it not only a heavy responsibility, but also an exciting opportunity to represent students in college decision making, as well as develop valuable leadership and organizational skills for future use. Most certainly, your involvement in student government will provide a type of "experienced-based" education on the principles of participational

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*Note: Academic and professional matters "include issues such as instruction, curriculum, textbooks, student services, staff orientation, graduation requirements and/or other relationship involving faculty members, classified staff and students" (Section 1520.3 - Definition).

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democracy--mutual and shared responsibility in college governance.

Student Government Guide: A Preview

The Student Government Guide will serve as the prima., text for Government 91 and focus on the major leadership needs and objectives of student government within a participatory framework. This guide contains the following materials: the Course Description for Government 91, explains course objectives and requirements; Section I, "Foundations of the Student Role In Governance," discusses the historical role of students in academic decision making and the quadripartite system of the San Jose College District; Section II, "Purposes and Objectives of Student Government at Evergreen Valley," focuses on EVC student government philosophy and aims, a definitive explanation of the Student Senate structure, and the role of Student Advisor; Section III, "Organization: Major Concepts and Structural Considerations," provides major concepts in the study of formal organizations, goal formation in student government, description of EVC administrative structures, suggested relationships with the Student Senate, and a series of exercises on time management to help student leaders maximize their efficiency; Section IV, "The Leadership Process," defines leadership, introduces Fiedler's technique for assessing leadership style, provides an extensive discussion on the committee system, and the parliamentary process in formal deliberations. Section V, "Student Activity Requirements," discusses club regulations, the role of club advisor, and financial procedures for the ASB and student clubs. Finally, Section VI, describes the role of the CCCSGA and the California legislative process to give students a broader state-wide perspective.

Government 91
Student Government

Course Objectives

The purpose is to develop informed and capable student leadership in student affairs at Evergreen Valley College. This general training provides instruction in principles of leadership effectiveness and organization, time management, mechanics of group processes, communication and goal formation. Particular emphasis will be placed on clearly understanding the role and function of student government in the governance structure of Evergreen Valley College. Other areas will include basic training in parliamentary procedures and legislative processes for student self-government.

Method of Instruction:

Because the class meets twice a week (TTH 12-1:20 PM) an appropriate method for teaching the theoretical component (of the course) and allowing for prescribed ASB meetings was essential. Therefore, Tuesday sessions will assume instructor time for teaching course content and sharing evaluative insight into student affairs. Thursday will assume primary responsibility for conducting ASB business. However, when necessary, ASB business may be handled on Tuesday with the consent of the instructor.

The instructional emphasis will be on "praxis"--learning by doing, and reflective action (constructive criticism) of goal directed activities. In short, much of the content will be drawn from the experiences of student leaders/student government officers at EVC.

Grading:

Attendance to both (TTH) sessions is essential since Government 91 is a variable unit course. The number of units earned (1-3) is depended on the number of hours spent in class.

The following is the criteria that will be used to determine number of units earned:

45-54 hours = 3 units

30-44 hours = 2 units

15-29 hours = 1 unit

No credit will be earned if your attendance is less than 15 hours.

The letter grade (A,B,C,D,F) you receive for the course will depend on the "quality" of work you do in the course. Being merely present 54 hours in class may earn you a grade of C, D, or F! That is, 3 units of C, D, or F!!

Therefore, the degree of your direct involvement in student government affairs (e.i., committees, organizing events, meeting time with other sectors of the college) will determine what you get as a grade for the number of units you've earned.

WE ARE ALL HERE TO MAKE STUDENT GOVERNMENT WORK

I THINK YOU CAN

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SECTION I

FOUNDATIONS OF THE STUDENT ROLE IN GOVERNANCE

Student participation in college and university governance is neither a novel concept or recent endeavor. The quest for "student power" in academic affairs has been substantially researched by educational historians. For instance, in the earliest institutions of higher learning (university societies) in Italy, students controlled all aspects of university life. As Rashdall (1936: 161-162), the noted medieval historian, observed:

> To appreciate the fact that the university was in its origins nothing more than a guild of students in the key to the real origin and nature of the institution... Thus the evidence all points to the conclusion that the earliest universitas of students originated with the foreign students of Bologna in the course of the last quarter of the twelfth century.

In short, the university was conceived as a privately established guild, created by students. The term "universitas" merely meant "all of a group," and applied solely to students and not to professional educators. Teachers were primarily independent entrepreneurs (scholars) hired by student guilds to teach subjects prescribed by students. Afterwards, teachers abandoned their status of independent entrepreneurs and formed their own educational corporations, known as the "colleguim" (colleges). McGrath (1971:10-11) described the origin of the collegium this way: "Like the universitas, the collegium was a guild, a society of masters, organized largely to protect its members against students, citizens, and civic authorities. In sharp contrast with its faculty counterparts today, the collegium had little authority over educational policies and practices, and virtual no parietal control over the lives of students."

As to the "universitas," McGrath stated the following:

> ...the students, through the official acts of the universitas and through their own elected executive officers, the rector, imposed rigid controls over the teacher's professional activities. They prescribed the hours when the teacher should meet his classes, the character of the lectures, the scheduling and content of his examinations, the amount of his compensation, and the times when he could be absent not only from the classroom but from the town as well.

Most certainly, the concept of the universitas, as known then, is no longer in evidence among institutions of higher learning today. The present system of policy formation, while generally inclusive of student input, no longer resembles its medieval antecedents. The historical shift in control began when civic leaders and private donors provided more and more funding to academic establishments. The influence of these "outsiders" on the internal policy making structure of universities and colleges grew significantly. Rashdall (1936:212) maintained that this led to the official establishment of boards of curators:

> ...such a body...was established by the city government... and the real control of the universities more and more passed to this body of external governors which by the sixteenth or seventeenth century succeeded in destroying the student autonomy or reducing it...

As a result, students ceased to play a vital role in academic government. Universities and colleges in Europe and the United States eventually adopted these educational precepts of academic governance---faculty control of student life, administrative structures implementing policy decisions, and governing boards, consisting of lay people, assuming ultimate authority in decision-making.

Shared Authority: The Student Role

The student government movement developed new impetus during the first half of the present century. Student governments were seen as important vehicles that permitted students to have a voice in their own affairs, as a laboratory for learning democratic processes, and as a training ground for leadership. In the late 1960's, however, traditional forms of academic governance in higher education received strong criticism and defiance from certain student groups. Student government organizations came under attack as "irresponsible, ineffective, and vulnerable" to administrative manipulation and control. They were seen as an entirely "extra-curricular" activity, serving only a social and recreational function, with minimal responsibility to collaborate with faculty and administration in determining academic goals, policies, or practices. In recent years, participation in student government has dwindled, both in terms of students becoming candidates for office, and those voting in student elections. While the fact remains that there are fewer students involved in the process, those that have chosen to make the commitment appear to have a special dedication that sets them apart from the norm. Moreover, these students keep the flame of participational governance alive and ensure that the student perspective in academic decision making is neither disregarded or ignored.

The popular concept of participational governance has generated increasing interest in the role of students in policy making. The strongest justification for involving students in the governance process is based on the principles of democratization. Calkin (1975:47) summarized this perspective:

"If the school is to be humane and democratic, students should be involved in the decision making process...unless the students are given their fair share of power, neither humanization nor democratization is possible.

What exists is benevolent despotism at the worst, or condescending paternalism at least."

Chesler (1970:9) discussed the positive results of student involvement in decision making:

> "Many educational and industrial research studies indicate that people are more likely to increase their learning and commitment to an organization when they are involved in making decision about that organization."

Alexander and Farrell (1975:79) recognized the educational value of student government, particularly as a means of leadership training:

> "We assume...that whatever other purposes student government serves, they perform a teaching function as well. Whether or not this function as well. Whether or not this function is explicitely considered by school staff, students who participate in student government are bound to learn from their unique experience."

The Quadripartite System

On December 15, 1970, the Board of Trustees of the San Jose Community College District (SJCCD) adopted a "Quadripartite System Policy," which stipulated the following:

> "A quadripartite system shall be established involving the Administration, the faculty, and the students in a relationship of mutual responsibility in policy development. Such mutually developed policy recommendations shall, according to established procedures, be forwarded to the Board of Trustees for their consideration and final action."

The quadripartite system policy was approved by the Board at the request of the San Jose City College Faculty Senate Student Administrative Council and College Administration. Consequently, the policy was developed to provide increased opportunities for faculty and students to participate in the

development of policies relating to academic and professional matters in the SJCCD. In short, the SJCCD, by establishing a quadripartite system, was responding formally to the concept of participational governance in educational decision making--more importantly, student government would serve as one of these so-called "quadrants," decision making bodies in the quadripartite (decision) process.

Evergreen Valley College opened in 1975 under an entirely different administrative structure from that of San Jose City College and initiated its own procedures for involving students and staff in the development of policies and procedures.

For example, the form of student government initially approved by the Associated Student Body (based on the 1975 ASB Constitution) reflected the unique organiztional structure of Evergreen Valley College. Since the instructional program was administered through "clusters," into which all academic centers were grouped, the EVC Student Body was represented, both in decentralized "Cluster Governments" and in a centralized senate that represented the entire student body. However, modification of the administrative structure of EVC in recent years has also necessitated changes in the organizational structure of student government. As a consequence, the 1983 ASB Constitution--the only ASB Constitution formally approved by the Governing Board since 1975--eliminated the idea of "cluster (student) governments," re-defined the concept of the Student Senate as well as other student offices, and prescribed new criteria for elected and appointed student officers (this will be discussed in a later chapter). No doubt, new ASB administrations, as is often customary, will continue to modify ASB Constitutions to reflect needed changes as they deem necessary. <u>(Be advised that changes in the ASB Constitution and By-Laws is formally binding only when approved by the Board of Trustees of the SJCCD)</u>.

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Nonetheless, the cluster system at EVC continues to foster and encourage mutually shared responsibilities in decision-making between faculty, students, and administration. Thus, the concept of participational governance has been maintained and offers assurances that the students--in the "spirit" of the quadripartite system--would participate in the development of policies in those areas directly affecting students.

Final Note

In 1977 the Quadripartite System Policy was revised by the Governing Board of the SJCCD in accordance with Title 5 and SB 160. As a result, it was determined that each college would develop its own procedures for involving students in the campus decision-process. While students were not to be included in any deliberations related to salary and working conditions of certified employees (assured under SB 160 and Title 5), students would continue, at least, to have "numerous opportunities to participate in the development of district policies and in other decision-making activities of the campuses." (Position Paper, 1977:3)

Sources

Calkin, James E. "Are Students Involved In Deciding Crucial Issues." Resposible Student Involvement. NASSP, Office of Student Activities; Reston, Virginia, 1975.

Chesler, Mark A. "Shared Power: Student Decision Making." Association for Supervision and Curriculum Development. Washington, D.C., 1970.

McGrath, Earl J. Should Students Share the Power? A Study of Their Role in College and University Governance. Philadelphia, Pennsylvania: Temple University Press, 1970.

Rashdall, Hastings. The Universities of Europe in the Middle Ages. London: Oxford University Press, 1936.

Roemmich, Otto. "A Position Paper Relative to the Quadripartite System for Policy Development." San Jose Community College District. San Jose, California. January 17, 1977.

SECTION II

PURPOSES AND OBJECTIVES OF STUDENT GOVERNMENT AT EVERGREEN VALLEY COLLEGE

All aspects of Evergreen Valley College (EVC) relate to the philosophy of this institution as a foundation from which to function. The philosophy is stated in the catalog:

> The primary function of Evergreen Valley College is to meet the needs of individual students and the community which it serves. This college is a new and exciting educational institution developed to meet these needs through a cluster concept. This unique design combined a philosophical, organizational, and physical environment supportive or optimum individual development.
>
> Evergreen Valley College, built by the community, translates the educational needs of that community into educational experiences which are available to all. It encourages each student to develop his unique capacities as an individual in personal, social, and occupational endeavors.
>
> Evergreen Valley College fulfills its primary function of meeting individual student needs by organizing student and faculty into smaller, relatively independent units which are interdisciplinary in composition.
>
> Evergreen Valley College provides dynamic and flexible educational leadership to meet the needs of a rapidly changing urban-technological society.
>
> Evergreen Valley College provides educational services to meet the needs of a diverse population which has a wide spectrum of life styles, ethnic backgrounds, needs, experiences, interests, abilities, and goals.
>
> Evergreen Valley College provides a flexible, varied educational environment of traditional and non-traditional learning modes. It encourages innovation, experimentation, and continuous evaluation to enhance student learning.

The goals of Evergreen Valley College can be, in some measure, realized through student participation in the processes of student government. Application of the philosophy of Evergreen valley College to the area of student government suggests the following:

1. That student government should represent, provide for, and be supportive of a wide range of student experience and interests.
2. That student government should strive to provide programs which would stimulate talent capacities and challenge recognized ones to broader fulfillment.
3. That student government should promote experiences which lead to realization of personal goals.

4. That participation in all phases of student government should develop a sense of responsibility to oneself and others.

5. That student government should serve the student community by offering a flexible program to meet the social and cultural needs of the students.

6. That participants in student government should come to experience an understanding of their past, an identity with the present, and competence to meet the future.

In supporting the concept of student government, Evergreen Valley College agrees with the following premises:

That

1. Student governance is desirable and should be encouraged and supported.

2. Student involvement on a college campus is a valuable resource for the students and the institution.

3. Students involved in student government gain valuable experiences in processes, procedures, and methods which provide background training for leadership.

4. The greater community can profit from these experiences by current and former students assuming responsible roles in society as educated, cultured, and experienced persons able to serve.

Concerning criteria for student government, the following are set forth:

1. Accountability

   Students should know their officials and be able to hold them responsible for their performance. Student officers should be able to identify and respond to their specific constituency.

2. Democracy

   Officials should be chosen by, representative of, and responsive to the wishes of a majority of the students.

3. Effectiveness

   Officials should be given enough authority to fulfill the legitimate desires of the students and be competent enough to use that authority efficiently.

4. Decentralization

   Maximum participation in student government should be afforded by election of some officials from relatively small constituencies to perform student government services for each segment of the college community.

5. Integration in All-College Government

Student officials should be involved in faculty and administrative policy-making processes.

6. Educational Value

Student government involvement should impart important knowledge and provide valuable experience in the cooperative and responsible exercise of decision-making responsibility.

7. Conformity with Expressed Student Preferences

The form of student government should reflect the wishes of the majority of the students.

8. Relevance to the Broader Political System

The constitution should establish a student government similar enough to national, state, or local governments to make experience with it of some use in off-campus political life.

9. Participation

All students, by virtue of their enrollment at Evergreen Valley College should be represented by and have access to student government.

SECTION III

THE STRUCTURE OF STUDENT GOVERNMENT

The affairs and properties of the Associated Students of Evergreen Valley College shall be administered by the Student Senate. The Student Senate shall be comprised of elected and appointed officers as well as students enrolled in Student Government 91 A or B and hold a current ASB card. Senators must maintain a "C" or better after completing each unit of Student Government 91 A or B in order to continue to have voting rights for the remainder of the semester.*

The elected officers of the Evergreen Valley College Associated Students shall be:

1. President
2. Vice President
3. Administrative Assistant
4. Director of Finance
5. Commissioners of Ethnic/Minority Affairs (e.g. Afro American, Asian American, Chicano, Latin American, Native American and Women's Affairs).
6. Secretary

The ASB president shall appoint students to any office not filled by the general ASB election. Appointments must have approval of the Student Senate by a two-thirds (2/3) majority vote.

Moreover, each year the Student Senate may study possible creation of additional Commissioner Offices, and recommend to the ASB President by a two-thirds (2/3) majority vote, appointments to such offices, as deem necessary. These additional Commissioners would represent other significant populations, within the student body, not represented by the six (6) permanent Commissioner positions.

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*According to the ASB Constitution adopted by the Governing Board, 1983.

Senate Meetings

The Student Senate meets officially (four times each month) once-a-week in accordance with curriculum guidelines established for Government 91. Government 91 will meet Tuesday and Thursday. Tuesday sessions will usually involve the teaching of course content (Leadership Training); on Thursday students will formally reside as the Student Senate and assume responsibility for conducting ASB business.

Each member of the Student Senate, except the President, shall have one vote. The President, in the capacity of Senate Chairperson, shall have the power to vote in the case of a tie as described in Roberts Rules of Order.

Senators

The Student Senate is comprised not only of elected and appointed representatives, but also of "Senators." The Senators are students enrolled in Government 91 who may hold no official office. All Senators must hold a current ASB card, and maintain a "C" or better after completing each unit of the course. Although a Senator may have membership in a specific student organization or club, it is her/his duty to remain responsive to the needs of all students at Evergreen Valley College. Moreover, the number of Student Senators shall be determined by the number of students enrolled in Government 91 in a given semester. (For more information concerning elected/appointed officers, Senators, and Student Senator, see Article III of the Evergreen Valley College ASB Constitution and Article I of the ASB By-Laws, as adopted by the Governing Board, 1983).

The Student Advisor

The Student Advisor is a faculty member of Evergreen Valley College who is responsible for providing guidance to the student activities program in general and the Student Government in particular. Among his/her advisory functions are:

A. The Student Advisor shall teach Government 91A/B (Student Government).

B. The Advisor shall serve as consultant to the Associated Student Body (ASB).

C. The Student Advisor, or his/her designee, shall attend all Student Senate meetings.

D. The Student Advisor will also be responsible for supervising student clubs/organizations and maintaing liaison relationships with Club Advisors. (The role of Club Advisors will be discussed in another section.)

The role of Student Advisor is a demanding one, requiring both a personal time commitment and a knowledge of the workings of the college and the District. The advisor more than any other person in the ASB, is cognizant of the various perspectives of students, faculty, and administration.

The relationships between the Student Advisor and the Student Senate is a complex one, since it includes both formal (organizational) functions of the advisors powers and informal (personal) interactions between the Advisor and student officers. The following are key suggestions to advisors on how to ensure effective student representation:

1. Help students to monitor all correspondence to/with other sectors of the college ensuring that the Senate is acting within its scope of authority.

2. Remind students to be thorough and accurate in fulfilling their responsibilities.

3. Accompany student senate members to various meeting held at the college.

4. Inform the faculty and administration on the activities of the ASB.

5. Make sure that committees are meeting their responsibilities and deadlines.

6. Help students work through any major disargreements which might undermine the Senator ability to function.

7. Maintain accurate records to help future advisers.

8. Work with students involved in budget-planning.

9. Attend all after-school Student Senate functions.

10. Help the ASB President to maintain and improve the general functioning of the Student Senate.

11. Help to resolve difficulties between college administration or faculty government members.

Sources

Associated Student Body Constitution, Evergreen Valley College, 1983

Student Council Handbook. NASSP, Office of Student Activities. Reston, Virginia, 1977.

SECTION IV

ORGANIZATION: MAJOR CONCEPTS AND STRUCTURAL CONSIDERATIONS

The following terms represent key elements of the concept ORGANIZATION:

Organization--Key Function: coordination.
Definition: A body of structured relationships sanctioned by explicit rules, composed of interrelated roles and functions, through which the decision-making process and policy implementation takes place by means of authority and delegated-authority; for the purpose of achieving the established goals of the organization, consistent with it's statement of philosophy that reflects the priority values of the society/community being served.

Administration--Key Function: supervised-implementation. To carry out, execute, implement policy decisions and/or coordinate activities in order to accomplish some common purpose or organization goal, or simply to achieve cooperation in the pursuit of a shared goal.

Policy--Key Function: decision-planning/decision-making. Policies are generally stated guidelines which guide thinking for decision making. Furthermore, a policy guides administrative action and defines authority and respective relationships required to accomplish the organization's objectives.

Procedure: emphasize a chronological sequence and are considered as guides to action. A series of logical steps by which repetitive action is initiated, performed, controlled and finalized.

Rules: rules are similar to procedures in that they state a course of action. Rules differ in that they are a course of action that allow for no deviation.

Decision-making: the name given to the process by which an individual or a group of individual's chooses among alternative courses of action.

Management--Key Function: authority/supervised delegation of authority. The manager must establish his authority within the organization, and definitively delegate authority for the purpose of coordniating and supervised work of his subordinates toward the implementation and achievements of defined objectives.

Authority: power associated with a position in a structure (formal power or official power).

Power: the ability to affect or influence the actions of others whether or not the person has the authority to do so. Influence is based upon the personal attributes or esteem of the individual.

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Role: expectation of behavior (duties and responsibilities) associated with a position in a structure.

Personal: motives, needs, wants, drives or impulses of individual occupying the role. Also, consists of the attitudes of individual towards requirements of the position and it's objectives.

Goals: the broad and generally stated aims of the organization.

Objectives: are essentially specific effectiveness standards. An objective is useful only if its attainment is measurable. If it is not measurable, it is impossible to determine whether the objective has been achieved. Two essential elements of an objective are:

Time (How soon)
Quantity (How many)

Example: To increase the minority student enrollment by 5% beginning the Fall semester of 19___.

or

To enroll 100 re-entry students by Fall 19__.

NOTE: The importance of each objective should be indicated by assignment of a priority number: 1, 2, or 3, etc.

** RULES for testing objectives:

1. A good objective must be measurable.
2. It should be specific rather than general.
3. It should focus on results or outputs rather than activities.
   Example: "The student will become aware of role and function" (input) is different than "The student will write-out (output) the role and function of his/her position."
4. It should be realistic and attainable to superior and subordinate.
5. It should be time-bound, with clear time limits for completion rather than time-extended.

Objective overload: level of objective set too high to be attained.

Objective underload: level of objective set so low they would be attained without any effort.

Philosophy: the philosophy and/or social values upon which the organization is founded determines the nature and direction of its operation. Definitively, the aims, goals and objectives of an organization are derived from its values or philosophy.

Plan: a plan consists of a series of things to be done, called "activities."

Planning: consists of deciding the things to be done and the sequence in which it should be done.

Scheduling: consists of putting dates on the activities of a plan.

Exercise #1: Role and Function

List each objective and related activity for every function associated with your role.

Role: _____

Function	Objective	Activity
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Translation of Goals Into Measurable Objectives:

How is a goal determined? What are the criteria of measurable objectives? What activities are necessary to achieve the desired result? What procedures are used for implemenation? How do you evaluate the result? The following denotative examples serve to illustrate essential aspects of effective goal attainment.

Goal

Example: To assist student leaders in developing an awareness and respect for the Senior Citizen's needs and points of view.

Criteria For Measurement

Example: Student leaders and Senior Citizen groups develop a compatible working relationship to plan at least one joint activity per year.

Objectives

Example: Provide student leader with opportunity to find out about Senior Citizens in general.

Suggested Activities:

1. Identify a group of Senior Citizens
2. Arrange for center director to meet with students to provide a profile
3. Identify information tasks for individual members to perform and report to group (class)
4. Establish community data bank

Assist students in their identification of social needs of Senior Citizens.

1. Talk with Senior family members
2. Talk with Church Leaders
3. Talk with Social Directors of Senior Citizen's Homes
4. Talk with Senior Citizen

Assist students in determining the nature of the activity to be held, based on the needs of the Senior Citizen target group.

1. Plan campus tour
2. Plan campus tea
3. Plan Spelling Bee, Sing Along, Art Exhibit, etc.

Evaluate activity.

Expand program for next activity.

The Organizational Structure of Evergreen Valley College

The following illustrations serve to inform students on the organizational structure and authoritative (decision-making) process of Evergreen Valley College. In studying Figure 1 and 2, students should analize their participative role in governance.

Figure 1

ORGANIZATION: EVERGREEN VALLEY COLLEGE ADMINISTRATION

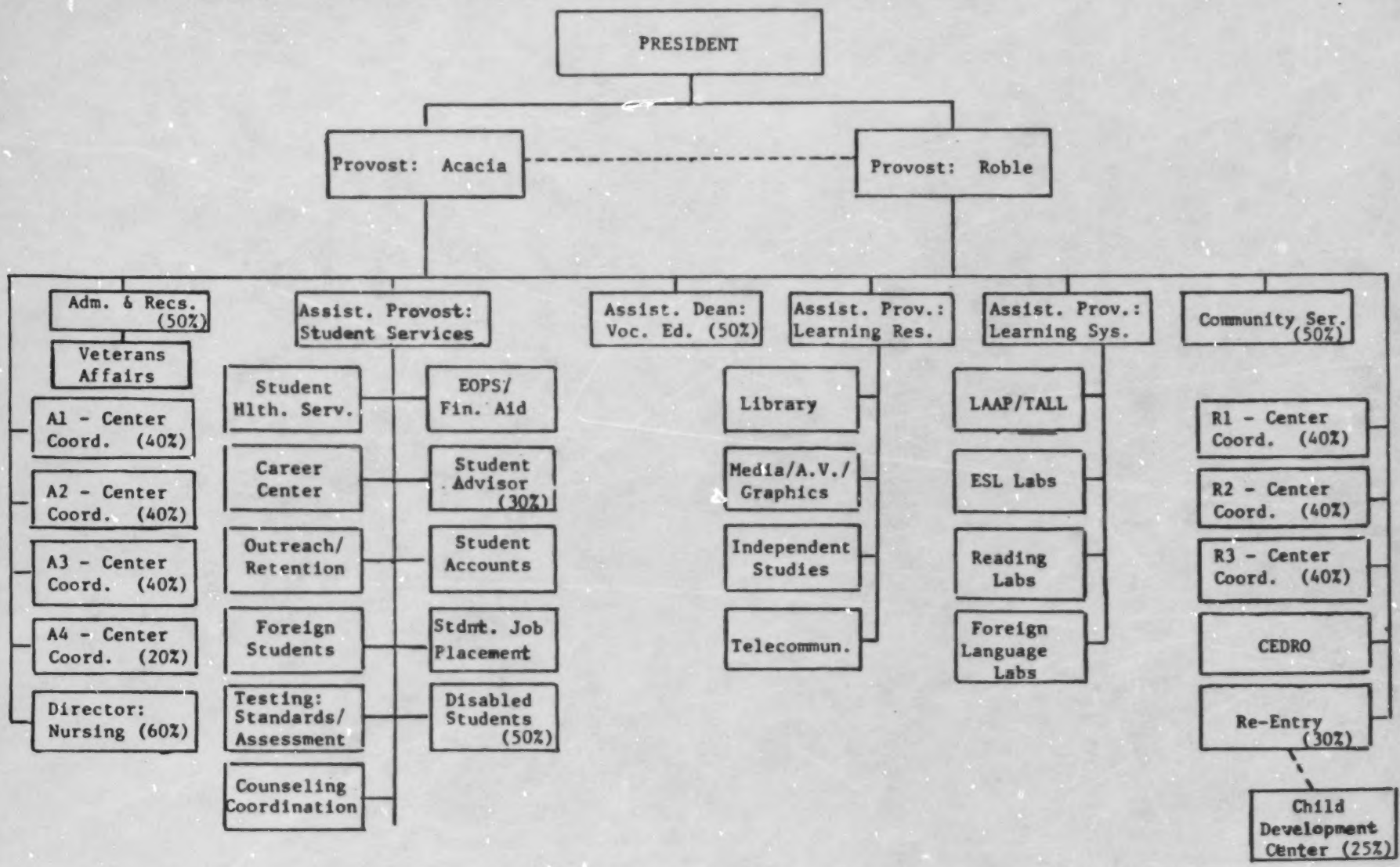
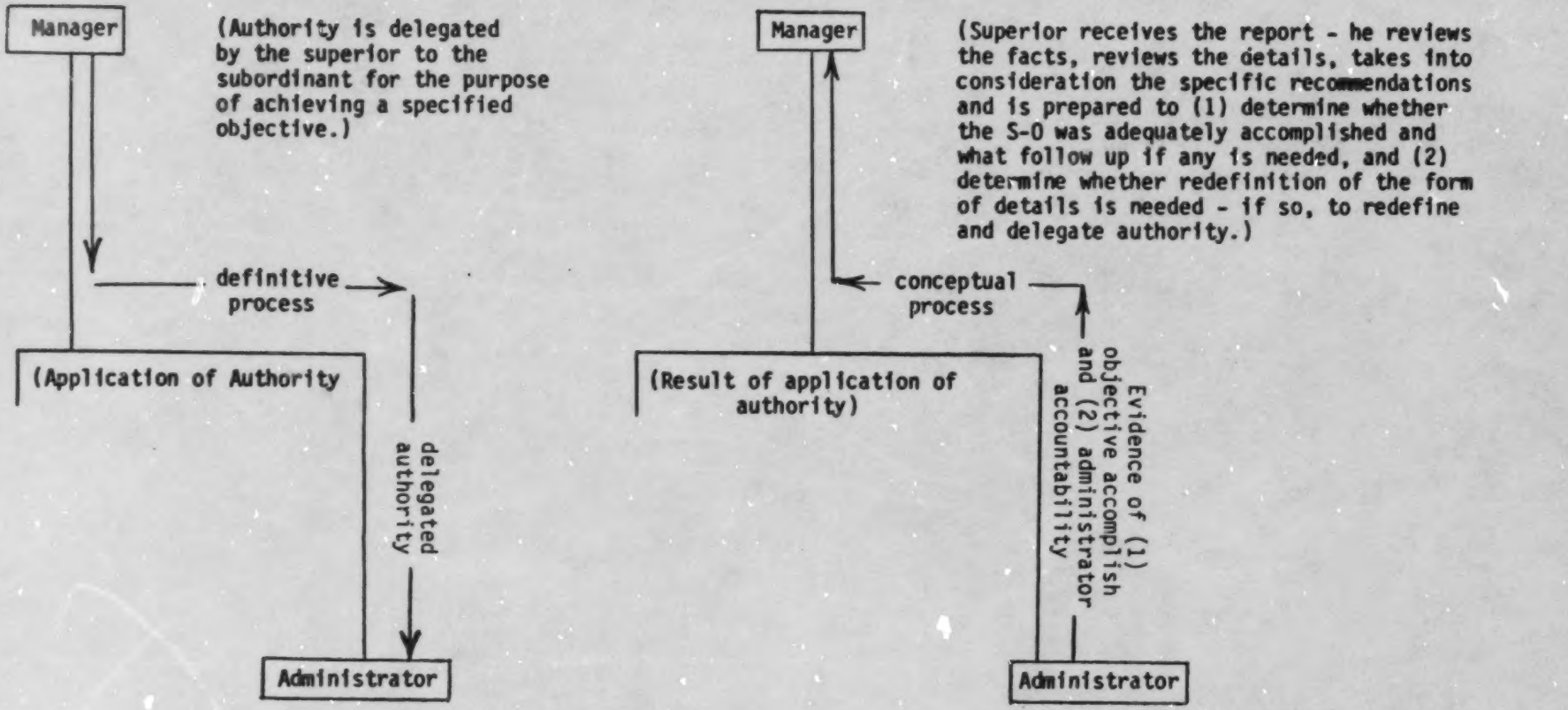


Figure 2

PRINCIPLE OF AUTHORITATIVE FLOW WITHIN ORGANIZATIONS


Manager
(Authority is delegated by the superior to the subordinant for the purpose of achieving a specified objective.)
definitive process
(Application of Authority
delegated authority
Administrator
(Administrator is now authorized to plan and delegate specified functions to specific roles (subordinates) and to provide coordinated supervision of the specified activities involved in the implementation of the plan to accomplish the specified common objective.)
Manager
(Superior receives the report - he reviews the facts, reviews the details, takes into consideration the specific recommendations and is prepared to (1) determine whether the S-O was adequately accomplished and what follow up if any is needed, and (2) determine whether redefinition of the form of details is needed - if so, to redefine and delegate authority.)
conceptual process
(Result of application of authority)
Evidence of (1) objective accomplish and (2) administrator accountability
Administrator
(Functions have met the specified objective (accomplished) and the facts, details, time tables and a set of recommendations are now in written form to be forwarded to the immediate superior.)

Senate Relationship With Administration

The college administration has innumerable professional and legal responsibilities to faculty and students. The Student Senate should keep administrators informed at all times of student actions. Administrators often have a broad overview and knowledge of college-wide issues and can be valuable resources to the Student Senate. Most certainly, a healthy working relationship between the College President and the Student Senate helps make the responsibilities of both easier to fulfill.

The following are some key suggestions for the Student Senate to maintain an effective relationship with administration:

1. Inform the administration (through the Assistant Provost) of all motions the council passes and all activities the council wishes to sponsor.
2. Issue invitations to all members of the administration to attend Student Senate meeting.
3. Inform the administration of any problems, concerns, or issues that could cause friction or misunderstanding.
4. Do not personally attack (verbally or in written form) members of the administration on the issues, instead articulate the issue clearly, relate it to overall student concerns and the stated goals and/or philosophy of the college, and, if possible, relate the community position on the matter.
5. Ensure that professional educators are respected in all Senate communications and deliberations.
6. Keep administrators continually abreast of the "student perspective," through student representatives or student advisory committees.

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Senate Relationship With Faculty Council

The faculty provides extensive policy resources for the Student Senate. Through their professional skills and personal interests faculty exert relative influence on policy decision making. It would behoove the Student Senate to develop and maintain a strong, working relationships with the Faculty Council, as well as faculty in general. The Student Senate can:

1. Welcome new faculty members to the college.
2. Invite faculty members (particularly from the Faculty Council) to Student Senate meetings.
3. Appoint a member of the Student Senate to attend Faculty Council meetings on a regular basis.
4. Establish regular discussions with the Faculty Council President, other faculty on the Council, regarding student concern and Senate issues.
5. Ask to have copies of the minutes of Faculty Council meetings made available to the ASB officers.
6. Make available to Faculty Council members copies of the minutes of the Student Senate meetings.
7. Arrange an occasional "morning brunch" or luncheon with Faculty Council President and/or Council members to enhance interaction and personalize relationships.

Senate Relationship With Governing Board

As students become increasingly involved with various aspects of the educational process, governing boards are recognizing the importance and value of student input. Students are often encouraged to make presentations before the Board as official representatives of the student body. However, students making such presenations are invariable critized for their lack of accuracy and poor attention to factual information on the critical issues. No doubt, students who request or are asked to speak before the governing board must do extensive preparation. Similary, students who are asked to be full members of committees charged with policy making should do a considerable amount of research.

Whenever Student Senate members make presentations or testimonies as official representatives of students they should do the following*:

1. Research the topic fully, including the aspects that may be counter to student view points.

2. Anticipate reactions. Do students need to notify any officials in advance of their wish to offer opinions or present testimony?

3. Find out who else plans to speak. What points will other speakers make? Should these opinions be rebutted in the student presentations? What kinds of questions might the board members ask the student representatives in light of the evidence presented?

4. Explore the composition of the committee or group which makes final decisions, recommendations or proposals on the issue. What questions will they have for the student? Can their current attitudes be assessed can offer counter proposals acceptable committee members.

5. Know the points about which students feel strongly. If students want a complete change in a policy what kind of compromises would be satisfactory, if any? Could a small concession now lead to more consessions in the future?

6. Be aware of the importance of personal appearance. Will what a student represenative wears hinder or enhance the audiences' willingness to listen?

7. Distribute copies of the statement to the group being addressed. Will members need a copy of the student position to recall what was said, or will a summary suffice?

8. Maintain good eye contact when speaking.

9. Use visual aids, when appropriate to dramatize points.

10. Be courteous, irregardless of the situation or reaction from others.

11. Allow time to answer questions which may be raised by the student presentation.

12. Document as much information as possible, both in the presentation and in the written material to be given to the group.

13. Listen carefully to questions; avoid answering questions that are framed to place the student in an unfavorable light. Example: "If this board passes a college hour policy, will students continue to disrupt the school?"

14. Consider media coverage and its appropriateness for the situation.

*Information taken from the Student Council Handbook, NASSP, the Office of Student Activities, 1977.

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Self-Killer Phrases

When speaking before a formal body, you are licked before you start if you use these:

This may not be applicable, but . . .
This may not work, but . . .
It isn't clear that we need this, but . . .
I don't know if the money can be appropriated, but . . .
It might be a dead end, but . . .
Would it hurt if we did it? . . .
Do you suppose it would be possible . . .
It may sound hair-brained, but . . .
It may take a long time, but . . .
I don't know just what you want, but . . .
You probably have ideas about this too, but . . .
You aren't going to like this, but . . .
This is contrary to the policy, but . . .
This may not be the right time, but . . .
This idea seems useless, but . . .
You can probaby do this better, but . . .
I don't know what is the literature on this but . . .
This is not exactly on the subject . . .
I haven't thought this one through, but . . .
You'll probably laugh, but . . .
You'll probably say this is a cliche . . .
My opinions aren't worth much, but . . .
I'm no genius, but . . .
I don't get enthused over this idea myself . . .
It may need further study, but . . .
It may not be important, but . . .
If you'll take the suggestions of a novice . . .
I'm not sure of all the complexities of the issue, but . . .
I realize that this doesn't solve the problem, but . . .
If I'm out of line, correct me . . .

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Sources

Keith, Kent M. Your In the Middle: A Handbook For the Student Council Advisor. NASSP. Reston, Virginia, 1972.

Murphy, Donald F. Student Structures: Moving Toward Student Government NASSP. Reston, Virginia, 1974.

Student Council Handbook. NASSP. Reston, Virginia, 1977.

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How to Manage Your Time

Organizational effectiveness is often determined by the ability of leaders to properly manage their time. The following are a series of exercises on "time management" for student government leaders.

Exercise 2: Activity List

List the activities you do that take the most time now. (Be sure and list all activities that consume time. e.g. classes, study, office visiting, committee meetings, unplanned meetings, visitors, phone calls, correspondence, Senate meetings, Board meetings, etc.).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Exercise 3: Priority Activities

From Activity List prioritize the activities from the most important to the least important.

Priority	Activities

Exercise 3: Classification of Activities

Instructions: Some of your activities are directed toward accomplishing important objectives and producing substantial results. Other activities may be in the opposite category. To sort out which are which, list each of your activities under one of the following four classes.

CLASS I VERY IMPORTANT ABSOLUTELY MUST BE DONE	CLASS II IMPORTANT SHOULD BE DONE	CLASS III NOT SO IMPORTANT MAY NOT BE NECES- SARY BUT MAY BE	CLASS IV UNIMPORTANT UNPRODUCTIVE CAN BE ELIMI- NATED

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Exercise 4: Action Plan for Delegation of Activities

Must Be Done By Me	Can Be Delegated or Assigned To:	Can Be Delegated or Assigned To:	Can Be Delegated or Assigned To:	Can Be Delegated or Assigned To:

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Exercise 5: Time Schedule

Utilizing the previous instruments, prepare a daily schedule that will enable you to accomplish your objectivities.

Daily

7:00

7:30

8:00

8:30

9:00

9:30

10:00

10:30

11:00

11:30

12:00

12:30

1:00

1:30

2:00

2:30

3:00

3:30

4:00

4:30

5:00

5:30

6:00

6:30

7:00

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Sources

InterAmerica Research Associates, Inc. Washington, D.C., 1974.

Institute for Spanish Speaking in Public Affairs (ISSPA). San Jose State University. San Jose, California, 1976.

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SECTION V

THE LEADERSHIP PROCESS

Leadership is defined as "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (Blanchard, Hersey, 1977:84). It follows that the leadership process is composed of three essential elements: the leader, the follower, and the situation. Anytime a person is trying to influence the behavior of another, that individual is the potential leader, whereas the person he or she is attempting to influence is the potential follower.

Fred Fiedler, a psychologist, determined that effective leadership is a matter of fitting the right person to the right situation (1979:26). Some leaders who perform successfully in one situation may be unsuccessful in another setting. Hence, there is no such thing as a perfect leader for every situation! But there is a way of studying your position or role for success.

The theory of "situational leadership" is very basic: Learn to avoid situations in which you are likely to fail by analyzing your leadership style and matching your situation to fit your style. In short, Fiedler maintains that while you cannot change your personality, "you can better understand your leadership situation in order to fit your personality and leadership style."

Exercise 6: Identifying Your Leadership Style

Instructions

Throughout your life you have worked in many groups with a wide variety of different people--on your job, in social groups, in church organizations, in volunteer groups, on athletic teams, and in many other situations. Some of your co-workers may have been very easy to work with. Working with others may have been all but impossible.

Of all the people with whom you have ever worked, think of the one person now or at any time in the past with whom you could work least well. This individual is not necessarily the person you liked least well. Rather, think of the one person with whom you had the most difficulty getting a job done, the one individual with whom you could work least well. This person is called your Least Preferred Co-worker (LPC).

On the scale below, describe this person by placing an "X" in the appropriate space. The scale consists of pairs of words which are opposite in meaning, such as Very Neat and Very Untidy. Between each pair of words are eight spaces which form the following scale:

Very Neat									Very Untidy
	8	7	6	5	4	3	2	1	

Think of those eight spaces as steps which range from one extreme to the other. Thus, if you ordinarily think this least preferred co-worker is quite neat, write an "X" in the space marked 7, like this:

Very Neat									Very Untidy
	8	X 7	6	5	4	3	2	1	

However, if you ordinarily think of this person as being only slightly neat, you would put your "X" in space 5. If you think of this person as being very untidy (not neat), you would put your "X" in space 1.

Sometimes the scale will run in the other direction, as shown below:

Frustrating									Helpful
	1	2	3	4	5	6	7	8	

Before you mark your "X," look at the words at both ends of the line. There are no right or wrong answers. Work rapidly; your first answer is likely to be the best. Do not omit any items, and mark each item only once. Ignore the scoring column for now.

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Least-Preferred Co-Worker (LPC) Scale

										Scoring
Pleasant	8	7	6	5	4	3	2	1	Unpleasant	
Friendly	8	7	6	5	4	3	2	1	Unfriendly	
Rejecting	1	2	3	4	5	6	7	8	Accepting	
Tense	1	2	3	4	5	6	7	8	Relaxed	
Distant	1	2	3	4	5	6	7	8	Close	
Cold	1	2	3	4	5	6	7	8	Warm	
Supportive	8	7	6	5	4	3	2	1	Hostile	
Boring	1	2	3	4	5	6	7	8	Interesting	
Quarrelsome	1	2	3	4	5	6	7	8	Harmonious	
Gloomy	1	2	3	4	5	6	7	8	Cheerful	
Open	8	7	6	5	4	3	2	1	Guarded	
Backbiting	1	2	3	4	5	6	7	8	Loyal	
Untrustworthy	1	2	3	4	5	6	7	8	Trustworthy	
Considerate	8	7	6	5	4	3	2	1	Inconsiderate	
Nasty	1	2	3	4	5	6	7	8	Nice	
Agreeable	8	7	6	5	4	3	2	1	Disagreeable	
Insincere	1	2	3	4	5	6	7	8	Sincere	
Kind	8	7	6	5	4	3	2	1	Unkind	

Total ____

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What Does Your LPC Rating Mean?

The Leader Match concept identifies leaders as either task motivated or relationship motivated. Take the test on the preceding page to determine what kind of leader you are.

If you are a high LPC leader (if you scored 64 or higher), you are relationship motivated. You are more concerned with personal relations, more sensitive to the feelings of others, and better at heading off conflict than a task-motivated leader. You use good relations with individuals in your association to get the job done.

You prefer situations where you have a moderate amount of control, because you can use group relations to ease the anxiety and tension and reduce conflict. You are patient, considerate, and concerned with the feelings and opinions of others in the group. Therefore, you handle creative decision-making very well.

In high control situations, you become bored and in low control situations you become overly concerned with getting group support, often at the expense of the job at hand. You don't like high stress situations.

If you are a low LPC leader (if you scored 57 or less on the LPC scale), you are task-motivated and a nonsense leader. You are more concerned with the job to be done for the association and less concerned with getting the association's support. You are eager and often impatient to get on with the work.

In high control situations you can relax because the job is under control; you can take time to develop good relations with others in the group. As long as the work gets done, you are happy.

You are also effective in low control situations. Under pressure, you organize and direct the group to finish the task. You control the group tightly with strict discipline.

You are not as successful in moderate control situations. There is often group conflict which you cannot control. You are insensitive to other's feelings and the group results that you work best guidelines and specific directions.

Sources

Blanchard, Kenneth H., and Paul Hersey. Management of Organizational Behavior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Chemers, Martin M., Fred E. Fiedler, and Linda Mahar. Improving Leadership Effectiveness: The Leadership Match Concept. John Wiley & Sons, Inc,. 1976.

Fiedler, Fred E. "How to Be a Successful Leader: Match Your Leadership Situation To Your Personality." Leadership, November, 1979.

The Committee System

PURPOSES

1. To do background research, investigation, and factfinding.
2. To digest material, such as reports, observations, surveys.
3. To propose legislation as a result of the research.
4. To present conclusions, alternatives, and recommendations.
5. To report on plans for action.

The entire "parent" group retains power to accept, reject, modify. However, the parent group should retain a clear understanding of the time and effort put forth by the committee and a respect for recommendations, research involved.

TO OPERATE EFFECTIVELY

1. Have a set regularity of meeting time and place.
2. Start on time and end on time.
3. Move along towards goal.
4. Be specific!
5. Take one point or problem at a time.
6. Keep flexible.
7. Stay with topic at hand.
8. Find solutions to the problem.
   Select a proposal (Trial Balloon)
   Review proposal . . .
   For accuracy
   For adequacy
   Accomplishment and possibilities
   Respect the suggestions for improvement.
   Expect to be attacked on ideas.

PHILOSOPHY OF CHAIRPERSON

1. The group decision, not my decision, is important.
2. Whole group accepts the commitment accepted by the group.

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A Suggested Committee Procedure

Committees are useful for the purpose of gathering information, doing advance thinking, and making tentative plans. Generally, their power should be limited to these functions and to reporting their findings and making recommendations to the whole group. To give them full authority to make a decision for the whole group constitute minority rule. The whole group should retain the power to accept, reject, or modify the recommendations of the committees.

Committees are best composed of volunteers. Volunteer members of a committee are interested in the problem and consequently do better work. Furthermore a chairman who asks for volunteers avoids assuming the position of a dictator who orders the members to do the task at hand. Servants often fail to do their job well, but co-workers cooperate.

Working committees should be small. Large numbers of people on a committee tend to inhibit each other because they are afraid to be frank with each other. Smaller groups speak more freely, focus their attention more readily, and get their work done sooner.

How to Prepare

WHAT THE LEADER DOES	METHODS WHICH MAY BE USED
1. Determine the goal of the committee	1. Consider these possible goals a. Information (to give, get or exchange facts and opinions). b. Decision (to reach agreement and plan coordination of efforts). c. Action. 2. Work the committee topic so as to "aim" it toward the chosen goal.

WHAT THE LEADER DOES	METHODS WHICH MAY BE USED
2. Make a chairperson's outline of the topic.	1. If the question is put in the form of "What should be done about such-and-such problem," adapt from following "stock" outline: a. Define and analyze the problem. b. Describe, evaluate, and choose solutions. c. Fix responsibility for action on some or all members.
	2. If the question is put in the form of "Should we adopt such-and-such new policy," adapt from the following "stock" outline: a. Is there a need for a change? b. Is the proposed change desirable? c. Is it practical? d. Is there a better alternative?
	3. Keep the outline flexible and leave room for marginal notes.
During the Committee Meeting	
1. Introduction	1. Introduce yourself and identify the committee.
	2. Introduce you resource person(s) and appoint secretary.
	3. Have each member stand and introduce himself stating name and area of responsibility.
2. Make opening statement	1. State the problem and if necessary define terms.
	2. State the purpose of the meeting.
	3. Present your outline and get approval of it.
	4. State rules of procedure, time limits etc.

During the Committee Meeting (continued)

WHAT THE LEADER DOES	METHODS WHICH MAY BE USED
3. Get members of group started	1. Ask an overhead question. 2. Have a member already prepared to lead off. 3. Ask an individual a question for which you are sure he has an answer. 4. Give a striking case and close it with a question. 5. Ask an easy question and say, "Let's go round the table and get everybody answer." 6. Make a debatable statement or misquote some known facts.
4. Keep the participants "on the beam."	1. Gently enforce the outline. 2. Make transition statements. 3. Restate original problem. 4. Refer to chart or blackboard. 5. Ask leading questions.
5. Encourage maximum participation.	1. Get a minimum from all at first. 2. Restrain the over-talkative. 3. Draw out the silent ones. 4. Assist the participants in expressing themselves.

During the Committee Meeting (continued)

WHAT THE LEADER DOES	METHODS WHICH MAY BE USED
6. Keep the discussion moving, sustain the interest.	1. Cite specific cases. 2. Make negative statements. 3. Start a friendly argument between two members of a group. 4. Deliberately "side track" to a minor point to regain interest. 5. Stand up, if seated, and move about the room.
7. Try constantly to progress toward the workshop's goal.	1. Summarize to show progress. 2. Record points on a blackboard. 3. Take a vote if necessary. 4. Appoint someone to keep minutes.
8. Close meeting properly.	1. Watch the time-limits. 2. Summarize exact progress made. 3. Be sure responsibility for action has been assigned. 4. Indicate points for future study or discussion. 5. Thank members for their participation and cooperation.

How to Prepare and Conduct Meetings

I. Why Business Meetings Fail:

1. No plan to the meeting--disorganized procedure
2. People go aimlessly from one unrelated item to another
3. Chairman is weak--lets the group wander aimlessly
4. Too much business--only half of it gets done
5. Too much parliamentary procedure: Too many amendments, etc.
6. Too many minor points haggled over in the meeting
7. Main objective of the meeting is ignored
8. Too many reports for information prevented time for discussion

II. Prepare an Agenda

1. Sources for the agenda.

a. Secretary's minutes show unfinished business
b. Treasurer's report shows financial problem
c. Officers and committee reports suggest action
d. Members suggest new business in writing in advance
e. Officers or committee announce plan for next meeting

2. Arrangement of the agenda.

a. First: Information reports (secretary's minutes, etc.)
   1. Disposed of faster
   2. Require little or no action
   3. Provide continuity with last meeting
b. Next: Easy group problems
   1. Groups are still "cold," more conservative, less cooperative
   2. A spirit of cooperation can be established for later use
c. Middle of the agenda: Complicated problems
   1. Groups are now more cooperative, enthusiastic, more positive in their attitudes, and think better together
   2. Still have time to solve difficult problems
d. Last: Simple problems and announcements
   1. Group is tired, anxious to leave
   2. Time is short

3. Distribute a printed agenda to all members.

a. Provides framework, or structure, for orderly progress
b. Impresses most members with amount of work to be done
c. Helps control "socializers" and "monopolizers"
d. Tells every member when to bring up certain items
e. Helps the members to help themselves

The Elements of Successful Meetings

Starting the Meeting

1. Meeting was called to order on time.
2. Meeting was started with a friendly joke.
3. Informal, friendly, relaxed atomosphere was created.
4. Chairman was enthusiastic and tactful.
5. Guests were introduced cordially.
6. Some background information was given on each new member and guest who was introduced.

Planning and Organization

1. Carefully planned agenda facilitated business.
2. Chairman was well informed on the business of the day.
3. Planned agenda permitted some items of lesser importance to be postponed when it became necessary to save time.
4. Weekly progress reports from committee chairman kept all members informed, encouraged group spirit, interest and work.
5. Meeting went fast enough to maintain interest but not so fast that it might confuse them.

Discussion Techniques Used by Chairman

1. Discussion were led in a free and easy manner.
2. Chairman asked questions to encourage participation.
3. Chairman usually did not participate in discussions.
4. During lulls in the discussion, the chairman brought up new aspects of the problem to make sure that a sound decision was reached.
5. Chairman made suggestions and recommendations but did not make decision for the group.
6. Compromises were suggested before difference of opinion resulted in heated agruments.
7. Chairman summarized the nature of the problem before the discussion.
8. Chairman summarized the discussion before voting.
9. Ample time was allowed for discussion before voting but not so much that the meeting dragged.

Disciplinary Aspects

1. Noisy late comers were asked to enter quietly.
2. Those called out of order were treated with respect.
3. Members were reminded to stay on the subject during discussion periods.
4. Only enough parliamentary procedure was used to ensure orderly progress.
5. Motions were not made formally, but they were stated clearly, discussed and voted on nevertheless.

Parliamentary Procedure

I. Order of Business

1. Call to order by the presiding officer.

2. Roll call by the secretary (if desired). The constitution of many group requires a quorum, usually a majority of the members, to be present in order to transact business.

3. Reading of the minutes of the previous meeting by the secretary. This is followed by additions and corrections, if any, and approval of the minutes. Routine correspondence requiring no action may be read at this time.

4. Treasurer's report. Such reports are "filled" but "accepted" until after they are audited. After a report of expenditures and of funds on hand, bills may be approved by the group for payment.

5. Reports of standing and special committees. "Progress reports" are submitted in writing. They may be "received" and "filed" if no action is desired, "returned" to the committee for further study, or rejected." If they are "adopted" or "accepted" the group binds itself to any opinions, resolutions, or recommendations for action continued in the body of the report.

6. Unfinished business. See "Sources of Motions," following page.

7. New business. See "Sources of Motions," following page.

8. Announcements. These may be made by the chair or by a member from the floor at the invitation of the chair.

9. Arrangements for the next meeting. This task may be delegated to a standing committee. If arrangements have been completed, they need only to be announced.

10. Adjournment. This is usually declared by the chair, but it may be passed as a motion.

NOTE: A previously prepared "Order of Business" saves time and facilitates the transaction of business by providing a proper place for each topic to be considered. The chairman should consult the other officers, committee chairmen, and members before a meeting in order to provide for all known items of business. Although the customary order of business is given above, each organization may establish, amend and suspend its own order of business as seems most appropriate.

II. General Procedure for Making Motions

1. Sources of Motions. Most motions develop from earlier discussions somewhere in the parliamentary process, such as the minutes, treasurer's report, committee reports, and unfinished business. New business may include elections, the business program of the day, and proposals for group activities which have occurred to the members through informal discussions between meetings.

2. How to Make and Pass a Motion. There are four steps to be taken in making and passing most motions. The motion is made, seconded, discussed, and then voted on. The procedure goes something like this:

Member: Mr. Chairman

Chair: Mr. X (giving his name).

Member: I move that (stating his proposal).

Another: (Without waiting to be recognized). Mr. Chairman, I second the motion.

Chair: It has been moved and seconded that (restating the motion). Is there any discussion? (However, if the motion is not debatable, the vote is taken immediately without permitting discussion.)

Members: Discussion of the motion - both pro and con. (Subsidiary, incidental, and privileged motions may be made at this time as necessary.)

Chair: You have heard the discussion. Are you ready for the question? (The chair leaves ample time for discussion, but when he thinks that all points of view and necessary facts have been expressed, he asks if the members are ready for the question in order to keep the meeting moving along.)

Members: Question! (This may be called without an invitation from the chair if the chair fails to do so).

Chair: All those in favor of (restating the motion as it is to be voted on) say "Aye" (please raise their right hand or please stand).

All those opposed say "No" (please raise their right hand or please stand).

Chair: The motion is carried (or defeated). The next item of business is (next item on "Order of Business.") (If the chair knows of no other matters to be discussed, he may ask whether there is any other business.)

III. Kinds of Motions

1. Main Motion. This is usually a major problem or proposal for some group activity put before the assembly for a decision in the manner outlined on the preceding page. Only one main motion may be considered at one time. If a member tries to put a second main motion on the floor while another main motion is pending, the chair will remind him that his motion is out of reder, explain why, and then state what is in order so that progress on the original main motion may be resumed.

2. Subsidiary Motions. These affect the pending main motion is some way. Therefore, they are made during the discussion and before the vote on a pending main motion.

   Some portion of a main motion (but not the principal idea involved) may be changed by an amendment. A main motion needing more thorough study may be changed by an amendment. A main motion needing more thorough study may be referred to a committee or postponed until a later time. The amount of discussion on a main motion may be controlled by a motion to limit debate to a specific length of time or to close a debate and vote immediately. (These two motions are not debatable and require a 2/3 vote.) A main motion may be set aside either temporarily or permanently without taking a vote on it by a motion to table it. (This motion is not debatable.)

3. Incidental Motions. These motions may be used to assure proper and acceptable procedure. Those most frequently used are a point of information (to ask about important facts or proper precedure), point of order (to remind the chair of a parliamentary rule), appeal from the decision of the chair (to overrule the chair on a question of procedure), withdrawal of a motion (to remove it from the floor), and "division" (to verify a voice vote by a show of hands or by standing).

4. Privileged Questions and Motions. Requestions concerning the rights, privileges, comfort and welfare of the members are privileged questions. They are concerned with heating, lighting, ventilation seating arrangements, room changes, ability to hear the speaker, control of noise and disturbances, personal conduct, and accuracy of reports. If it is absolutely necessary, they may be made by interrupting a speaker. Since they are simple request, they are not seconded or debated, and they are usually decided by the chair without a vote. But if they are put in the form of a motion, they are treated like main motions. When they have been decided, the speaker who was interrupted may proceed.

   Privileged motions which may not interrupt a speaker but may precede the vote on a main motion are motions to recess (for a short time), to adjourn (if the time and place of the next meeting already set), and to fix the time (and place) for the next meeting. They require a second, are not debatable, and are voted on immediately.

IV. General Rules of Parliamentary Procedure

1. Making the Motion. In general, interruption of another speaker is not permitted. No main motion or subsidiary motion may be made by interrupting a speaker. In order to make a motion, a member first get the attention of the chair and waits until he is recognized.

2. Seconding the Motion. Most motions require a second. There must be a second for all main and subsidiary motions, appeal from the decision of the chair, and privileged motions.

   No second is required on apoint of information, point of order "division," request to withdraw a motion, a priviledged question.

3. The Discussion Period.

   a. Discussion (Debate): Main motions, amendments, referral to committee, and postponement of a motion are debatable. If the chair knows those in favor and those opposed, he calls on each side in turn. The chair remains neutral and does not take sides, especially if there is a heated debate.

      There is no debate on motions to limit or close debate, to table or take from the table. The incidental motions, the privileged questions, and the privileged motions on preceding page likewise are not debatable.

   b. Amendments: The purpose of an amendment is to improve or adjust a motion during the discussion period so that a decision may be reached that pleases most members. Amendments are made by "striking out," "adding," or by "striking out and adding" words that change the meaning.

      No more than two amendments may be pending at one time, and the second amendment must change the first amendment in some way. It is better to withdraw a motion and make a new motion if more than two amendments seem necessary.

   c. Precedence of Motions: Certain motion have priority over others. If a main motion has been proposed and the members wish to alter it, the amendments are made and voted on before voting on the main motion. For example, make the main motion, then the first amendment and then the amendment to the amendment. Then vote first on the amendment to the amendment, then the first amendment, and last on the main motion as amended.

      Similarly, if there are additional subsidiary motions, they are made in the order in which they are listed on a previous page and voted on in reverse order. The incidental motions, privileged questions, and privileged motions on a previous page take precedence over main subsidiary motions.

d. Closing Discussion (Debate). When a member urges the chair to end discussion by calling "Question!" it has no legal effect if some which to continue the discussion. A motion to limit or close debate must be used to require the chair to end discussion and put a motion to vote.

4. Voting:

a. Unanimous (tacit) Consent. Most minor business is decided by the chair without a vote. Example: "If there is no objection", a vote is taken.

b. Voice Vote. Most voting is by "Aye" and "No" at the request of the chair.

c. Other Methods. If the chair or the assembly so decides, or if a member calls "Division!" after a voice vote, voting is by a show of hands or by standing. A secret ballot is used in elections and after heated debates.

d. Majority Vote. Most motions are decided by a simple majority (one more than half) of those present, but a 2/3 majority is required to limit or close debate, to object to consideration of a question, and to create a special order of business.

e. Plurality Vote. A plurality is the highest number of votes, although it may be less than a majority. Elections in which there are three or more candidates are often decided by a plurality if there is no run-off election.

f. Tie Votes. A motion that is tied is considered defeated. Before declaring the results of a vote, however, the chair may vote if it will break or make a tie. Failure to vote in either case is the same as voting.

g. "Re-Voting". This is illegal. But some motions may be reconsidered or rescinded if they have not been executed.

Order of Precedence

	Needs a Second	Vote Required	Debat-able	Amend-able	May Interrupt a Speaker	May be Recon-sidered
1. Privileged Motions:						
a. Time at chich to adjourn	Yes	Maj	No	Yes	No	No
b. Adjourn	Yes	Maj	No	No	No	Yes
c. Recess	Yes	Maj	Yes	Yes	No	Yes
d. Question of Privilege	No	Chair	Yes	No	Yes	Yes
e. Orders of the Day	No	None	No	No	Yes	Yes
f. Special order of business	No	2/3	No	No	Yes	Yes
2. Incidental Motions:						
a. Point of Order	No	Chair	No	No	Yes	No
b. Division of Assembly	No	Chair	No	No	Yes	No
c. Division of Question	Yes	Maj	No	Yes	No	Yes
d. Appeal from Decision of Chair	Yes	Maj	No	No	Yes	No
e. Object to Consider-ation	No	2/3	No	No	Yes	No
f. Withdraw a Motion	Yes	Maj	No	No	No	Yes
g. Suspend the Rules	Yes	2/3	No	No	No	Yes
3. Subsidiary Motions:						
a. Lay on (or take from) table	Yes	Maj	No	No	No	Yes
b. Move previous question	Yes	2/3	No	No	No	Yes
c. Limit or Extend debate	Yes	2/3	No	No	No	Yes
d. Postpone to definite time	Yes	2/3	Yes	Yes	No	Yes
e. Refer to Committee	Yes	Maj	Yes	Yes	No	Yes
f. Amend	Yes	Maj	Yes	Yes	No	Yes
g. Postpone Indefinitely	Yes	Maj	Yes	No	No	Yes
4. Main Motions:						
a. Main Motion	Yes	Maj	Yes	Yes	No	Yes
b. Reconsider	Yes	Maj	Yes	No	Yes	No
c. Rescind	Yes	2/3	Yes	No	No	Yes

Getting Across: Further Examples

	If you feel that:	Then you say:
1.	you want to present a proposal for action to the assembly.	"I move that . . . . . ."
2.	you want to change the wording or certain details of the motion	"I move to amend this motion by adding (or deleting) the words . . . . . "
3.	*a previous motion should be reconsidered by the assembly	"I move that we reconsider such and such a motion."
4.	a previous motion passed should be rescinded	"I move to rescind such and such a motion."
5.	the proposal under discussion should be further investigated by a committee	"I move that this matter be referred to a committee."
6.	time is growing short and there are other far more pressing matters to come up and you would like to see a matter put off until the end of the meeting (or some other specific time.)	"I move we postpone discussion on this matter until (time)."
7.	discussion should be limited or extended on a topic	"I move to limit discussion," or "I move to extend discussion."
8.	*there's too much noise back here, or I can't hear, etc.	"I rise to a question of personal privilege.
9.	*the chairman or the speaker is not doing this correctly (under parliamentary procedure.)	"I rise to a point of order."
10.	*you don't agree with the ruling of the chair.	"I appeal the decision of the chair."
11.	*you don't feel the interpretation of the oral vote was correct and would like it clarified with a standing vote or a show of hands.	"I move for a division of the assembly."
12.	a matter should be taken up at another meeting.	"I move that we table this motion."
13.	time is growing short and discussion should be stopped and the vote taken immediately.	"I call for the question."

*Speaker can be interrupted

SECTION VI

STUDENT ACTIVITY REQUIREMENTS
STUDENT CLUBS AND ORGANIZATIONS

The basic concept behind any student organizaton is to create an outlet for non-academic pursuits. A total college education is more than just academic development. Our goal here at Evergreen Valley College is to create an atmosphere conducive to a non-academic as well as academic involvement.

Also, campus organization afford students opportunities to acquire experience in the social graces and procedures, such as introductions, responses, punctuality, proper dress, and acquaintance with a variety of events.

Organizations are also of importance to the total activity program and the moral of the college. It is these groups which provide most of the support for student government, the intramural program, publications, rallies and other activities. Furthermore, organizations can be of value as an aid to morale on the campus. Working with and through student leaders and student groups to establish events has generally proven more effective than the issuance of authoritarian decrees.

Organizations on this campus should engage themselves actively and enthusiastically in service projects throughout the year. Through these projects, club members may raise money for such projects as books, emergency loans, scholarship funds, and the like. In addition, clubs may adopt special school or community service projects.

Organizations may give attention to academic achievement, and awards may be given for scholarships to institutions of higher education.

Types of Organizations

(1)	CURRICULUM	those related to specific subject matter areas for the purpose of extending learning opportunities beyond the classroom.
(2)	HONORARY	those related to superior scholarship and/or academic achievement.
(3)	SOCIAL SERVICE	those related to the development and extension of service projects and social experience.
(4)	SPECIAL INTERESTS	those related to areas of special interests such as religous, political, international and cultural events.
(5)	SOCIAL/RECREATIONAL	those related to areas of personal growth and fulfillment, intramural activities and sporting events.

Potential Collaboration Between Student Senate and Clubs/Organizations

The Student Senate was not meant to be "all things to all people"--rather, they were meant to help all people be all the things they were meant to be. In essence, the Student Senate can help get many things accomplished without all of it being done in the Senate. At various times, the Senate ought to let student organizations assume responsibility for particular projects or activities; ethnic student clubs can organize cultural events; nursing student associations can sponsor blood drives or health education programs; political science clubs can do lobbying on local issues; civics classes can sponsor college debates on foreign wars. These are examples in which clubs and classes have special strengths and specific purposes. Therefore, a wise Student Senate may wish to encourage student organizations to assume responsibility for particular projects rather than doing it all themselves.

The special strengths of the Senate, on the other hand, is to discover new interests, generate plans to implement them, and gain student and faculty support for them. At that point, it should delegate program responsibility to another group of students to actually implement the program. This conserves Senate resources and energies, while maximizing student participation in college activities.

Charter Organizations

An organization meeting the following requirements may make an application for Charter upon filing with the Student Activities Office (cedro 108):

1. A master duplicate copy of its constitution following the format in the Student Organizations Packet.
2. A complete petition to organize a student club, the representative, and time and place of meetings.
3. A list of club officers.
4. A proposed calendar of events for the semester.

Charter Organizations may continue active status upon filing, no later than three (3) weeks after the beginning of each semester items 3 and 4, and any changes or revisions that may be made in the constitution. Active status will then be automatic.

Recognized Organizations

Currently registered students who wish to organize and meet for purposes of discussing current issues or other mutual interests may make application for the current semester only, upon filing with the Student Activities Office (cedro 108):

1. A master duplicate copy of its constitution following the format in the Student Government Guide.
2. A completed petition to organize student club, representative, and time and place of meetings.
3. A list of club officers.
4. A proposed calendar of events for the semester.

Formation of Clubs

A club constitution must include:

1. Statement that dues and initiation fees shall not be excessive.
2. Statement that membership will be by majority vote, and not restricted by race, color, sex, or creed.
3. Statement that there will be no hazing as stated in Section 10851, 10852, and 10853 of the Education Code of the State of California.
4. All officers must have and maintain a 2.0 grade point average.
5. Five (5) members or 10% must have a current Student Body Card for club to receive office space from Associated Students. 50% for A.S.B. Funding.
6. Meetings must be held on campus and be open to any official of the college or student association.
7. All funds must be handled through the Student Accounts Office and credited or charged to the club's account. There must be a written understanding whenever two or more organizations are involved as to financial responsibilities of each organization (percentages, collection, etc).
8. All social activities must have faculty sponsor/sponsors present.

What A Constitution Contains

ARTICLE	I.	Name and purpose of organization
ARTICLE	II.	Requirements for membership and means of selection of members
ARTICLE	III.	Officers (names, term of office, whether elected or appointed, duties)
ARTICLE	IV.	Dues
ARTICLE	V.	Rules for amending the constitution
ARTICLE	VI.	Frequency of meetings
ARTICLE	VII.	Provision for board of directors or executive council and the means of selecting it
ARTICLE	VIII.	Committees (standing)

This is a More Comprehensive Outline for a Constitution

Membership Provisions:

Who can be a member
Types of membership
Methods of admitting new members
Method of dropping members
What constitutes "good standing"

Officers:

Duties and powers
Provision for filling unexpired terms
Rules for election
Procedure for recall

Dues:

Amount: annual membership
When payable
Initiation fees
To whom all dues are payable

Amendments to Constitution and By-Laws:

Notice to membership of proposed amendments
Type of notice required
Vote required to effect amendment
Procedure for proposing an amendment: petition, motion

PETITION TO ORGANIZE A STUDENT CLUB

We the undersigned students request permission to organize the club described below in accordance with the rules and regulations of Evergreen Valley College and the Associated Students of Evergreen Valley College.

Name of Proposed Organization: _____

_____

_____

_____

Signatures and student body card numbers of _____ or more students who will be members of proposed group:

NAME	SBC NO.	NAME	SBC NO.

Date petition obtained _____

Date petition filed _____

Advisor's Signature _____ Date _____

Regulations Governing Organizations

A. Authorization

To be recognized as a legitimate organization all groups must take the following steps within the first three (3) weeks of the Fall Semester:

1. Constitution: Two copies of the current constitution must be on file in the Student Activities Office.

2. There must be on file in the Student Activities Office within the first three (3) weeks:

   a. An agreement signed by the sponsor.
   b. A list of the officers.
   c. Two lists of members (alphabetized).
   d. An approved (signed by sponsor) calendar of meetings and events planned for the Semester.

B. Membership, Eligibility (all organizations)

1. Five (5) or more paid-up members of the Associated Student Body, 10% of the total membership.

2. Additional requirements for specific organizations may be checked in the organization's constitution.

C. Activities, Calendar, Bulletin, Room Reservations

1. To avoid conflicts in activities, all campus organizations must register their meetings and social events, on or off campus, in the Student Activities Office.

2. All events for the following week must be on the weekly calendar located in the Student Activities Office at least two (2) weeks prior to the event.

   Procedures:

   a. See the Student Activities Advisor and check the calendar for open dated and tentative placement of the event on the calendar. Fill out Scheduling of Calendar Events form. Form must have sponsor's signature.

   b. Make out at least one bulletin announcement of the event. (Must have sponsor's signature)

   c. Prepare an agenda of the event. This agenda must be turned in to the Student Activities Advisor at least two (2) weeks prior to the event. (Must be signed by the sponsor).

   d. Addresses of all off-campus events must be listed in advance on the calendar -- (deadline same as for "c").

3. Reservation for club meetings or activities on the campus are made as follows:

   a. First make a request with the Office of Student Activities to be sure that the desired date, time and facility is available and free of conflicting activities.

   b. Then present your request to the Roble Provost Office.

   c. Room reservation forms must be completed, signed by the faculty sponsor and returned to the Office of the Roble Provost.

D. Fund Raising Activities

1. Ten percent of a club's profits made on any fund raising activity is to be given to the student body general fund, the club to retain 90%.

2. Exempt from this 10% charge are drives for welfare and scholarships, and gifts to the college, in which cases the total profit should be kept in the club's account and allocated for the specific purpose.

3. All money received from dues, benefits, or any other club-sponsored function should be placed in a club account under supervision of the Administrative and Student Government Councils.

4. The club must deposit all dues and other money in the Student Accounts Office for proper financial supervision of expenditures (no outside bank accounts are permitted).

Role of Club Advisor

Faculty and staff members assume a variety of roles when they agree to sponsor a campus organization. These roles will be performed to a greater or lesser degree, depending upon the purposes, complexity, skills and attitutes of the group. These roles include:

Personal Advisor:

Since the advisor was chosen by the students, he is placed in a key position to assist with personal advice and counsel.

Instructor - Learner:

Many opportunities are afforded the club advisor to provide a meaningful learning experience for the members, especially in the area of interpersonal relations. At the same time, this association provides a unique situation for the advisor to learn from students and for the students to apply creatively new ideas and insights.

Evaluator:

If membership in a campus organization is to be a meaningful learning experience, and if the stated purposes are to be achieved, the faculty advisor should encourage periodic evaluation of the group's efforts in light of stated group purposes.

The question of professional and legal liability for the actions of a campus organization is one of concern to advisors. The advisor's responsibility is to become sufficiently knowledgeable of the purposes and activities of his organization so as to advise the members of the implications of their actions and the possible consequences of illegal or reprehensible behavior. Once this obligation has been fulfilled and the Student Services Director has been advised of potential dificulties in advance, the advisor's responsibility is completed.

With regard to the use of College vehicles, a member of the College staff must accompany the group. Students are not permitteed to use College vehicles for off-campus trips without a staff member present.

ASSOCIATED STUDENT BODY
GENERAL FUND

Financial Procedures - Budget Accounts

I. Item Approved in A.S.B. Budget

May be purchased in two ways:

A. Purchase Orders

1. Students must provide the Student Accounts Office with the following information:

   a. An expenditure request with the name, address, and phone number of the vendor with the advisor and a club officers signature.

   b. The exact description of the items required and total maximum cost allocated for these items including tax.

2. The Student Advisor will contact the vendor to negotiate the lowest price, then prepare and issue the purchase order. The purchase order may be picked up for hand delivery or mailed as the club wishes.

B. Request for Payments by Check

1. To be reimbursed for previously authorized purchases, for which the student paid cash, the student must bring all receipts to the Student Accounts Office attached to an expenditure request. This form must be signed by the advisor and a club officer. A check will be issued in approximately two days which the student may pick up or request that the check be mailed.

II. Items Not Approved in the A.S.B. Budget

Requests for items that are not listed in the approved A.S.B. Budget should be discussed with the A.S.B. Finance Director and Student Advisor. All requests must be presented to the Student Senate for approval.

III. If an A.S.B. officer member wishes to transfer funds to another activity or account, a transfer form must be submitted to the Director of Finance. This form must be signed by the member requesting the transfer and approved by the Student Senate.

Financial Procedures - Club and Organization Accounts

I. Procedure for Receipt and Disbursement of Organizational Funds

A. Student Body funds are governed by the Education Code of the State of California. In accordance with these rules and regulations the San Jose Community College Board of Trustees has prescribed that all funds of organizations connected with the Evergreen Valley College must be deposited and disbursed through the Associated Student Body General Fund.

B. The accounting system is designed so that it will serve as an educational experience and at the same time provide safe and accurate management of student body finances. The information contained in this guide is designed to assist the treasurers of organizations in carrying out their responsibilities.

II. Cash Received

A. All cash received must be substantiated by some form of checkable record, such as, a sub-receipt, or group collection sheet. The majority of organizations will use both of these forms. All forms are to be turned into the Student Accounts Office. Do not destroy any that are marked "VOID." When varying amounts of money are collected, the treasurer should use the sub-receipt. When the amount of money collected is the same for all members, such as dues, assessments, etc., the treasurer should use the group collection sheet.

B. When a collection is to be made, the following procedure is required:

1. Fill forms in completely. Group collection sheets should be signed on each line by the person paying the money. Sub-receipts should be signed by the person receiving the money, the the triplicate copy given to the person from whom the money was received.

2. Bring collection forms and money to the Student Accounts Office. It will be counted and you will be issued a receipt. The money is then added to your club account.

3. Under no circumstances may disbursements be made without a receipt.

III. Disbursements

A. The Student Accounts Office is the banking center for all club and organization account activity. Treasurers should not hesitate to stop in to obtain necessary forms and ask questions.

B. Each semester it is the club's responsibility to have four authorized signatures on file in the Student Accounts Office, in order to withdraw funds from their account.

C. In order to withdraw funds, an organization should present an expenditure request with the name, address, and telephone number of the payee, along with the description of the items to be purchased or services performed. The expenditure request must have the advisor, and two club authorized signatures, before any disbursements will be made.

D. On the expenditure request, the student should indicate whether a purchase order or check is to be issued, the amount of the purchase order or check, and whether it is to be mailed or hand carried to the vendor.

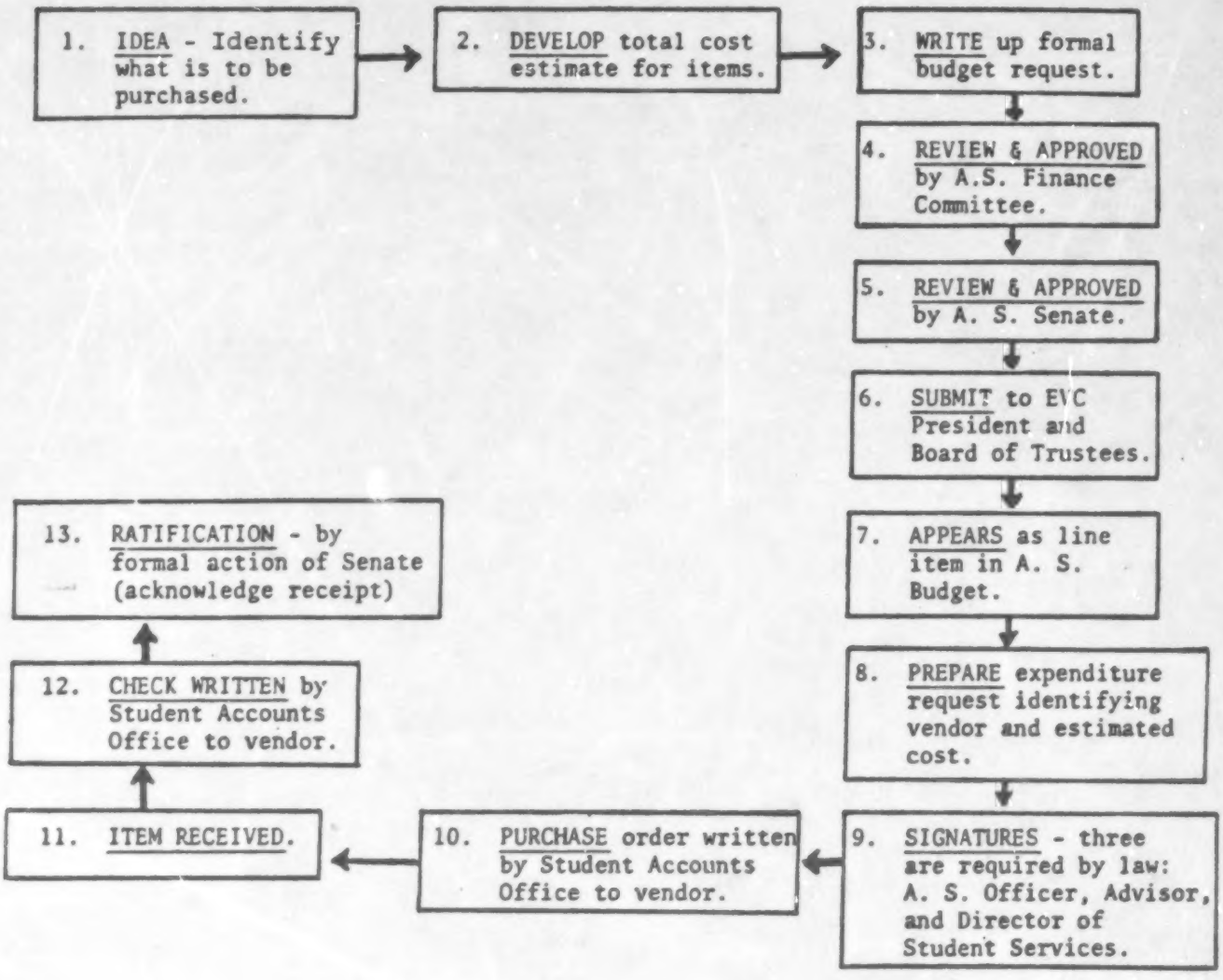
E. All requests for reimbursements must be accompanied by receipts attached to the expenditure request.

F. If the club or organization wishes an advance for an activity, the procedure is the same as above. The receipts, as well as any unused monies, must be returned to the Student Accounts Office, within three school days following the issuance of the advance.

G. For graphic display of procedures refer to the A.S.B. Budget Flow Chart, page ____.

Figure 3

A.S.B. Budget Cycle


1. IDEA - Identify what is to be purchased.
2. DEVELOP total cost estimate for items.
3. WRITE up formal budget request.
4. REVIEW & APPROVED by A.S. Finance Committee.
5. REVIEW & APPROVED by A. S. Senate.
6. SUBMIT to EVC President and Board of Trustees.
7. APPEARS as line item in A. S. Budget.
8. PREPARE expenditure request identifying vendor and estimated cost.
9. SIGNATURES - three are required by law: A. S. Officer, Advisor, and Director of Student Services.
10. PURCHASE order written by Student Accounts Office to vendor.
11. ITEM RECEIVED.
12. CHECK WRITTEN by Student Accounts Office to vendor.
13. RATIFICATION - by formal action of Senate (acknowledge receipt)

PHASE	STEPS	TIME
I. Planning or budget building phase	1 - 7	Spring Semester
II. Implementation phase, obtaining product or service	8 - 13	Following Fall & Spring

A New Decade: A New Decade

On November, 1969, a major reorganizaiton of the statewide student government association was passed. The new organization sets up a nine-man Executive Board with a representative from each of the nine areas in the state.

In addition, a more effective follow-up of resolutions was initiated and CCSGA students were appointed to major legislative and statewide policymaking committees throughout the state.

The new thrust has helped CCCSGA emerge as the most visible and most effective student association in California.

Then, in July of 1971, students were granted representation on the regional boards of California Junior College Administrators Assocation (CJCA). At this time, the executive Secretary of CCCSGA was withdrawn by the Executive Secretary of CJCA. Therefore, CCCSGA was once again without a professional salaried person to carry out the many necessary tasks of the Association.

In January of 1972, the students established a very successful lobbying office in Sacramento. This group of students energetically supported the CCCSGA's legislative program in the State Senate and Assembly.

However, due to an unsuccessful Fall Conference held in Anaheim in 1971, the attendance of colleges at the Spring Conference of 1972 was reduced to 31 colleges. This lack of attendance necessitated serious consideration of the purposes and goals of CCCSGA and role of the advisors within the organization.

Many other decisions too numerous to mention in this history have been made in the 53 sessions the organization has hosted. Let it be said that each conference has added a bit of its own being for permanent inscription in the California Community College Student Government Association.

In the fall of 1973, Constitution of CCCSGA was inactive and a conference was held in San Francisco to evaluate the goals of CCCSGA. At this conference it was determined that the organization would not be guided by its constitution but would continue under a new set of goals which were approved at this conference. These goals gave greater controls and responsibilities to the areas. Also advisors were included on the State Executive Board as voting members. The goals limited political issues to educational issues.

Since 1973, the organization has continued to have 50 to 65 colleges attend its conferences and eight areas attend its executive state board meetings. CCCSGA is the only community college student organization in California that has a majority of the colleges attending its conferences.

At present, the leadership of the association is working on required membership of colleges to the organization and foundation funding for the future development of the organization. The student and advisory leadership of CCCSGA believe that community college students need an organized state student government organization to represent them at the state level on all educational matters and within and at all educational agencies or governmental bodies.

CALIFORNIA COMMUNITY AND JUNIOR COLLEGE ASSOCIATION

The California Community and Junior College Association is a professional organization in which the public and private colleges of the state hold institutional membership. There are no individual memberships. Instead, each college, by virtue of its annual payment of Association dues, entitles all of its staff members to participate actively as full members in the statewide and regional programs of CCJCA, as well as in its progressive service programs.

AIMS AND PURPOSES

The purposes of the California Community and Junior College Association are:

To Promote:

* Communication and cooperation among junior colleges.
* Mutual respect, understanding, and coordination among the boards, administration, faculties, and students of the member colleges.
* Legislation that will benefit the member colleges.

To Provide:

* A centralized articulation with the other segments of education.
* Centralized liaison between the member institutions, other professional organizations, and state and national agencies.
* Communication between the member institutions and the public.
* A centralized research facility for the investigation of problems common to the member institutions.

To Encourage:

* The development of those administrative policies and practices that will benefit the member institutions.
* The development of educational methodologies, programs, and facilities that will benefit junior college students.

To Strive:

For the continuing development and maintenance of the proper role in higher education of the junior colleges of the state.

STAFF AND SUPPORT

The officers of CCJCA are a president, president-elect, two vice presidents, and a past president. The Board of Directors, composed of faculty, administrators, Board of Trustees, and students, governs the Association. The staff consists of four full-time professional staff members; the executive director, the associate executive director who also serves as the legislative relations officer, and a staff associate each for public information and projects/research. Clerical assistance supports the professional effort. The Association's officers are located in downtown Sacramento.

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Figure 4

California Community College
Student Government Association

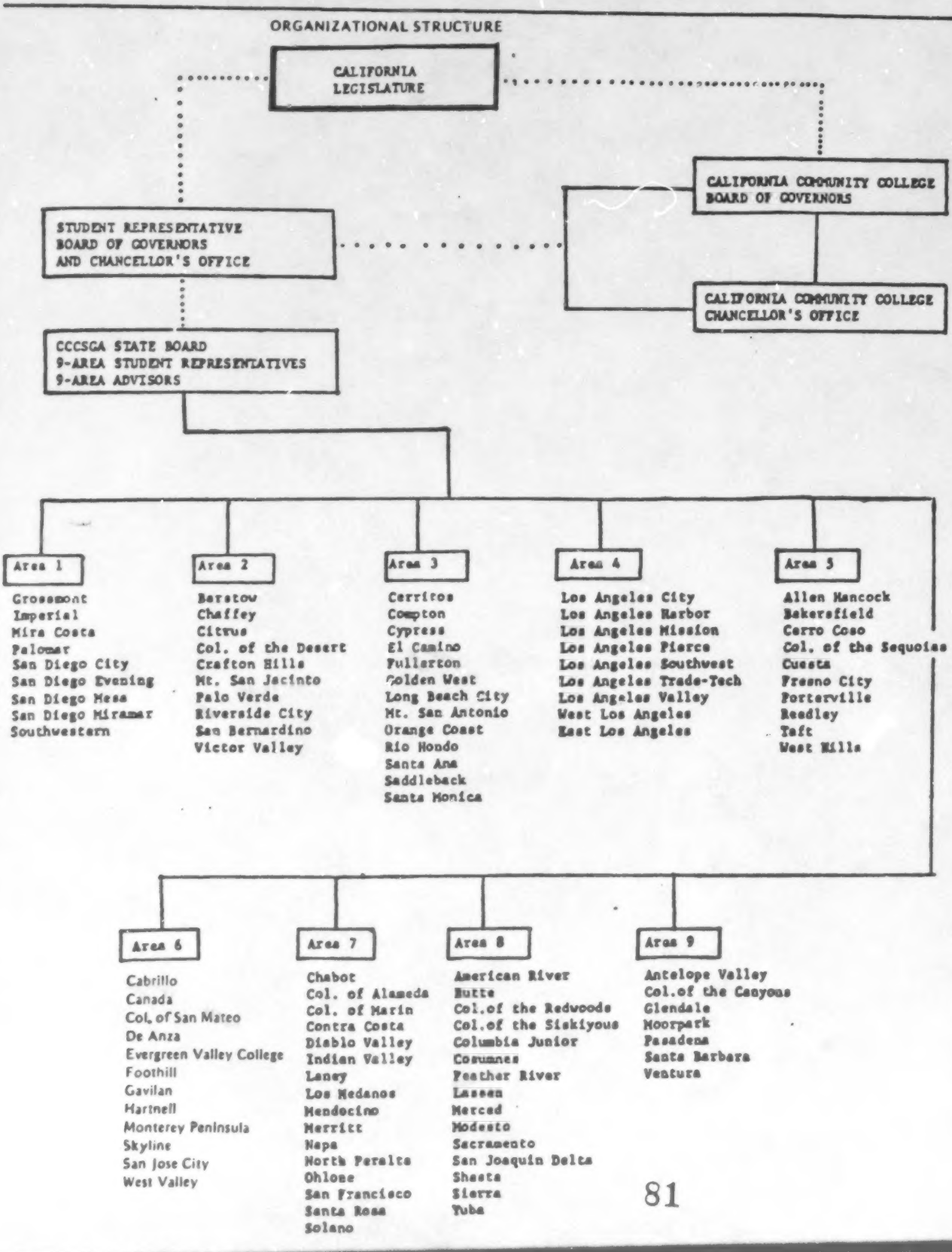

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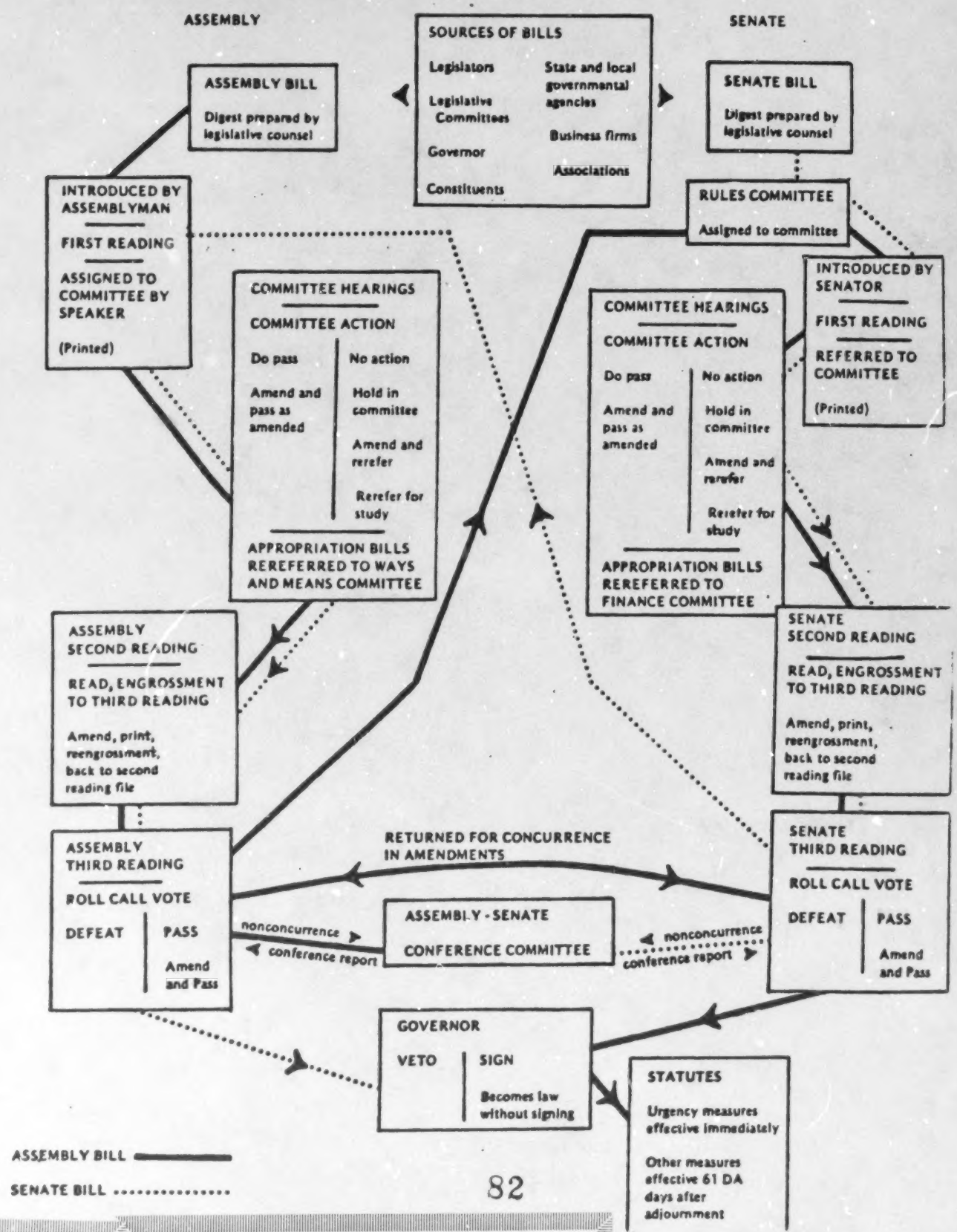
Figure 5

California Legislative Process



APR 19 1985
ERIC Clearinghouse for Junior Colleges